KENTUCKY BOARD OF EDUCATION PRIORITIES FOR 2005-2006

2005-2006 Priorities	Communication/ Partnerships – (Weave in Alignment)	Resources (Includes Technology)	Regulations	Research/ Professional Development/ Learning	Role of Board Members
Refocusing Secondary (middle and high school)	Prichard Committee Partnership for Kentucky Schools Business Forum of Kentucky Council on Postsecondary Education Workforce Development Cabinet Secondary Principals and Superintendents Educational Cooperatives GEAR UP Kentucky Scholars Program High Schools That Work Kentucky School Boards Association American Diploma Project International Center	Refocusing Secondary Budget (needed) Staffing Budget Online formative and EOCA assessment capability/ item banks Robust web-conferencing capability Better access to data for policy development and impact analysis Consulting services Refocusing Secondary Website NGA grant (tentative)	Program of Studies High school graduation requirements Individual Graduation Plan Funding Pupil attendance KEES Commonwealth Diploma Students in alternative placements Dual credit/dual enrollment Extended school services Student access to expanded learning options	How to help schools manage through the kinds of substantive changes that are proposed: i.e., how to raise graduation requirements at the same time they are reducing drop out rates Technical review of EOCAs Work with colleges and universities, and other partners, to align teacher preparation programs with changes in secondary teaching and learning and to undertake extensive professional development with in-service teacher Explore ways that schools can provide expanded learning opportunities for	Refocusing Secondary (middle and high school)

	for Leadership in Education NGA and CCSSO P-16 Council(s) ThinkLink Collaborative for Teaching and Learning Statewide focus groups (parents, teachers, students, business, community) Statewide Student Summit			opportunities for students, i.e., develop dual credit, dual enrollment programs (including schools not in close proximity to institutions or other learning opportunities)	

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State Action for Educational Leadership Project	Vital for improving both building and teacher leadership in the state is communication among partners involved in the State Action for Educational Leadership Project (SAELP), funded by the Wallace Foundation. Key partners are colleges of education and the Educational Professional Standards Board, Kentucky Educational Cooperative (Co-ops) and ELDC.	Funds to augment the Wallace Foundation grant, especially for the 5 pilot districts.	Collaborate with EPSB to create new system of certification that is performance based and promotes effective teacher leadership.	Support research and professional development contained in the SAELP II grant.	Support goals and mission of SAELP II grant and use KBE influence to make it successful.
Educational Leadership Development Collaborative	Continue support of this network of 16 state-wide groups who are dedicated to improving student leadership through a collaborative focus on educational leadership in Ky.				

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Training Leaders to Develop and Sustain Positive School Culture	Collaborate with AEL and The Center for School Culture (WKU and KVEC), and the Partnership for Kentucky Schools	Funding for training in all areas of the Commonwealth Contiued funding for Highly Skilled Educators			Emphasize the vital, foundational importance of school culture to student learning
Improve Principal Selection Process	KASC, KASA, KEA, KASS	Funding for increased training of School Based Decision Making Council members.	Change regulation to guarantee quality and increase length of training.		
SBDM Accountability	KASC, KASA, KEA, KASS		Add regulation to hold school councils accountable for students learning.		Influence change in legislation

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Early Childhood	Continued coordination with federal (Head Start, IDEA, First Steps Birth –3) and state programs (child care, higher ed) Expand and support collaboration and coordination with Title I for preschool services Continued alignment of early care and education systems through the Building a Strong Foundation for School Success: Standards, Assessment, Parent Guides, Quality Self-Study	Fully fund the Kentucky Preschool Program Increase funds for the Early Childhood Regional Training Centers Create a unified child data collection system to include birth to preschool	Amend Preschool regulations, 704 KAR 3:410, to include use of Building A Strong Foundation for School Success: Standards, Assessment, Parent Guides and Quality Self-Study	Fund the Kentucky Preschool Program Follow-up Study Fund new research to evaluate effectiveness of Kentucky Preschool Program Expand Early Childhood Regional Training Centers (with increased funding) as statewide resource for research-based PD, practices, materials, strategies, etc. Continue and fund Early Childhood Academies Continue and fund Early Childhood Academies evaluation and research for child and teacher/ instructional outcomes	Reflect priority through: √ legislative contact √ support of regulations √budget request √ carriers of the "preschool message" as ambassadors

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Reading/Literacy Middle School High School Early Childhood	Preschool Literacy: Support for the standards and whole child development Stronger alignment of Kentucky Preschool and Reading First Continued Collaborative Center for Literacy Development (CCLD) for Read to Achieve and Reading First evaluation as well as reading research and initiatives P-12. Continued collaboration with National Center for Family Literacy/Kentucky Institute for Family Literacy for all elementary schools, specifically Reading First schools. Coordinate with	Preschool Literacy: Increased funds to provide research based literacy and language development resources in classrooms Unified data system for literacy progress reporting for **all** preschool children as required by IDEA/ FAPE Coordination of data collection across Reading First and Read to Achieve (GRADE) Additional collaboration with KET Foundation to build on success of More Reading Strategies in Action CD-Rom. Expansion of KDE Literacy Website to include additional	Implement Read to Achieve Act of 2005, including promulgating regulations. SJR 92 – Directs the Department of Education to conduct a comprehensive assessment of the resources to improve reading instruction in the state. Requires the Department of Education to submit its findings and recommendations to the Interim Joint Committee on Education no later than November 1, 2005.	Preschool Literacy: See above re Academies Coordination with Reading First Academies for appropriate literacy instruction and assessment practices for young children Continue to use CCLD research to guide practice. Continue Reading First efforts, by developing a strategic plan for the dissemination of SBRR to all elementary and middle schools to improve reading and instruction and practice. Continue to provide professional development to all primary teachers and K-12 special	Preschool Literacy: Support developmentally appropriate, researched based programs, instruction and practices for preschool children. Reflect priority through: • Keeping literacy focus at KBE meetings • Legislative contact • Monitoring progress of reading grant programs • Budget request for additional resources for adolescent literacy

	Special Education to develop a strategic plan as a result of new IDEA language around improving reading instruction for students with disabilities. Begin partnership with 13 states to develop common language arts items and align rigor Continue to implement American Diploma Project	resources for adolescent literacy and support for school and district literacy plans. Locate resources to fund programs for reading not included in Reading First and Read to Achieve (preschool and grades 4-12)		educators; as a result of Reading First implementation. Design end of course assessment for English III	

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Achievement Gap (Barriers to Learning)	Continued coordination with local districts, schools, health departments, social services agencies, institutes of higher education, mental health agencies, family and parent organizations, elected leaders at the local and state level, business community and local community organizations	Increased funding for professional development for teachers and staff, additional assistance to districts and schools from KDE, additional funds devoted to expanding the scholastic review process, additional funds for expanding literacy initiatives, providing incentives for gap reduction, funds devoted to promoting innovative teaching strategies, funds for upgrading technology and for providing professional development in using instructional technology, additional funds to add days or hours to the school calendar, investment in assistive technology	Amend 704 KAR 3:510 on the process for identifying enrollment in advanced placements classes by subpopulation. Amend 707 Chapter 1 on special education to strengthen language on access to the general curriculum, include a proactive, diagnostic intervention approach designed to determine the underlying causes of poor student performance, add specific language to prevent over identification of students for special education, and revise language to ensure specific evaluations are performed in all areas of suspected	Expand professional development opportunities in the following areas: differentiating instruction; using assessment to improve teaching, cultural competency and responsiveness, behavior management, collaborative teaching, literacy for all teachers, identification and placement of special education students, use of Universal Design for Learning, transition planning, selection of personnel, leadership, and use of instruction technology. Designate schools that are successfully closing the achievement gaps as pilot sites for	Provide leadership to: amend regulations; seek legislative changes; set the tone for work within KDE and among districts and schools, direct resources, and communicate and work collaboratively with education partners.

| | | for students needing accommodations, funds for expanding the Highly Skilled Educator Program, and funds for media (promotional) costs. | disability.

Amend KRS 160.180 and 160.345 to increase the training requirements for local school boards and school council members. | research

Issue a Request for Proposal to the research universities for the purpose of scientifically examining the issues and solutions to closing the achievement gap. | |
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